



Goals of
ETHNIC STUDIES

ACKNOWLEDGING

Tongva People & Land

We acknowledge that the land on which we are gathered here today is the home and traditional land belonging to the Tongva Nation. Today we come with respect and gratitude for the Tongva people who still consider themselves the caretakers of this land. It is through their examples that we are reminded of our greater responsibility to take care of Earth and to take care of each other.

THERE IS NO SUCH THING AS A “SAFE SPACE” — WE EXIST IN THE REAL WORLD. WE ALL CARRY SCARS AND HAVE CAUSED WOUNDS. THIS SPACE SEEKS TO TURN DOWN THE VOLUME OF THE WORLD OUTSIDE, AND AMPLIFY VOICES THAT HAVE TO FIGHT TO BE HEARD ELSEWHERE, THIS SPACE WILL NOT BE PERFECT. IT WILL NOT ALWAYS BE WHAT WE WISH IT TO BE, BUT IT WILL BE OUR SPACE TOGETHER, AND WE WILL WORK ON IT SIDE BY SIDE.

ANCESTOR

Acknowledgment



*"We are going back to that beautiful history and it is going to inspire us to greater achievements."
-Carter G, Woodson*

Carter G. Woodson

1875 - 1950

Carter Godwin Woodson was an American historian, author, journalist, and the founder of the Association for the Study of African American Life and History. He was one of the first scholars to study the history of the African diaspora, including African-American history

In 1912 he was the second black person to receive a doctorate from Harvard, W.E.B. Du Bois was the first.

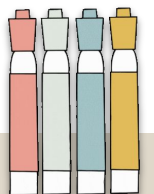
Founded Black History Month: In a press release in 1926 he announced that the second week of February would be Negro History Week, coinciding with the birthdays of Abraham Lincoln and Frederick Douglas. In 1976 Negro History Week became Black History Month.

A close-up, slightly blurred image of the American flag, showing the stars and stripes in warm, golden light. The flag is positioned on the left side of the slide, partially overlapping the title area.

HISTORY *To Know*

DIRECTIONS:

- On your table, you have a group whiteboard
- As a group, try to list as many **events**, **groups**, or **people** you can think of that are significant to American history
- You will have 5 minutes to generate your exhaustive list





HISTORY *To Know*

- How many people, groups, or events did your group write down?



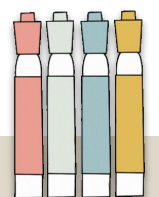
Photo: Amplifier Art

How many do you have now?

HISTORY *To Know*

Put a ★ star next to any people, groups, or events that highlight the contributions or histories of

- Indigenous Americans
- African Americans
- Asian & Pacific Islander Americans
- Latino Americans
- LGBTQ+ community





AMERICAN HISTORY
is all our
Stories!



WHAT IS *Ethnic Studies*?

- Ethnic Studies emphasizes the perspectives, histories, and cultures of racialized groups that have been historically marginalized and underrepresented.
- It encompasses a variety of subjects, including but not limited to African American Studies, Asian American Studies, Native American Studies, and Latino/a/x Studies.
- It critically examines concepts such as race, ethnicity, nationality, culture, and identity, and how these interact with aspects of society like power, inequality, and social justice.



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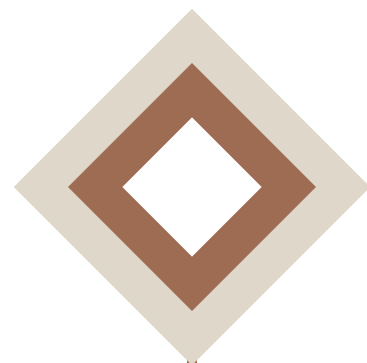
RESEARCH

What does it say?



- Research shows that a robust ethnic identity and racial awareness contribute to better mental health and academic achievement.
- Helps foster cross-cultural understanding among students of color and white students and aids students in valuing their own cultural identity while appreciating the differences around them.
- Students participating in ethnic studies are more academically engaged, develop a stronger sense of self-efficacy and personal empowerment, perform better academically, and graduate at higher rates.
- Well-designed and well-taught ethnic studies curricula that teach directly about racism produce higher levels of critical thinking and positively impact 'democracy outcomes,' particularly when they include cross-group interaction and especially on White students.





RESEARCH

What does it say?

Improve Student outcomes

- graduation rates
- college and career ready
- Help students feel connected to the curriculum and to their academics.

A Stanford study in 2016 showed that students who had a D average improve their grades and attendance in all of their classes after taking the Ethnic Studies course.

<https://news.stanford.edu/2016/01/12/ethnic-studies-benefits-011216/>

ROOTS

INDIGENOUS PEDAGOGIES

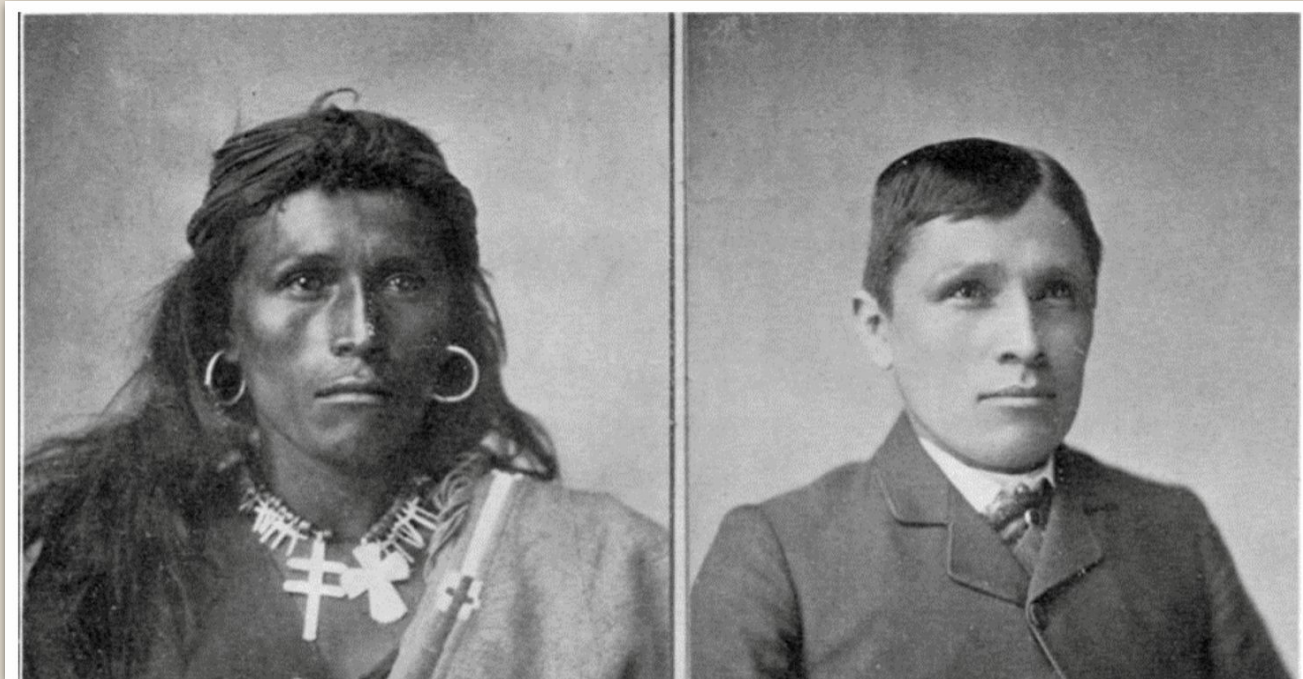
Native and Indigenous peoples of Turtle Island (a name for North and Central America used by various Indigenous peoples of the western hemisphere) have practiced educational pedagogies that center resistance, justice, and equity long before the introduction of Ethnic Studies as a phrase or academic field.

TRADITIONAL KNOWLEDGE

Traditional knowledge that has been sustained and carried forward in the face of settler-colonialism provides key insight into the importance of activism and strategies of resistance against oppressive systems

Native and Indigenous pedagogies are diverse but share common values. They are place-based, incorporating the cultural, historical, environmental, economic, and literary context of students. This approach emphasizes learning within the local context, contributing to local communities through educational projects, and fostering reciprocity and relationality. These pedagogies have influenced the development of Ethnic Studies. [SOURCE](#)





TRADITIONS OF EDUCATION &

Resistance



Generations of students and activists have had to fight for the rights of Black, Indigenous, and People of Color (BIPOC) communities to receive an education at all. [SOURCE](#)

- Native American boarding Schools
- Segregated schools, denied access to education, minimal funding (ex. Chinese, Mexican, & African American students)
- Instructional methods and systems are designed for the white dominant culture

GOALS

QUESTION TRADITIONAL CONSTRUCTIONS OF KNOWLEDGE

Learn to question the way that traditional textbooks present historical information in terms of what is missing or incomplete

DEVELOP CRITICAL HOPE

Actively search for people and stories that inspire you during each lesson.

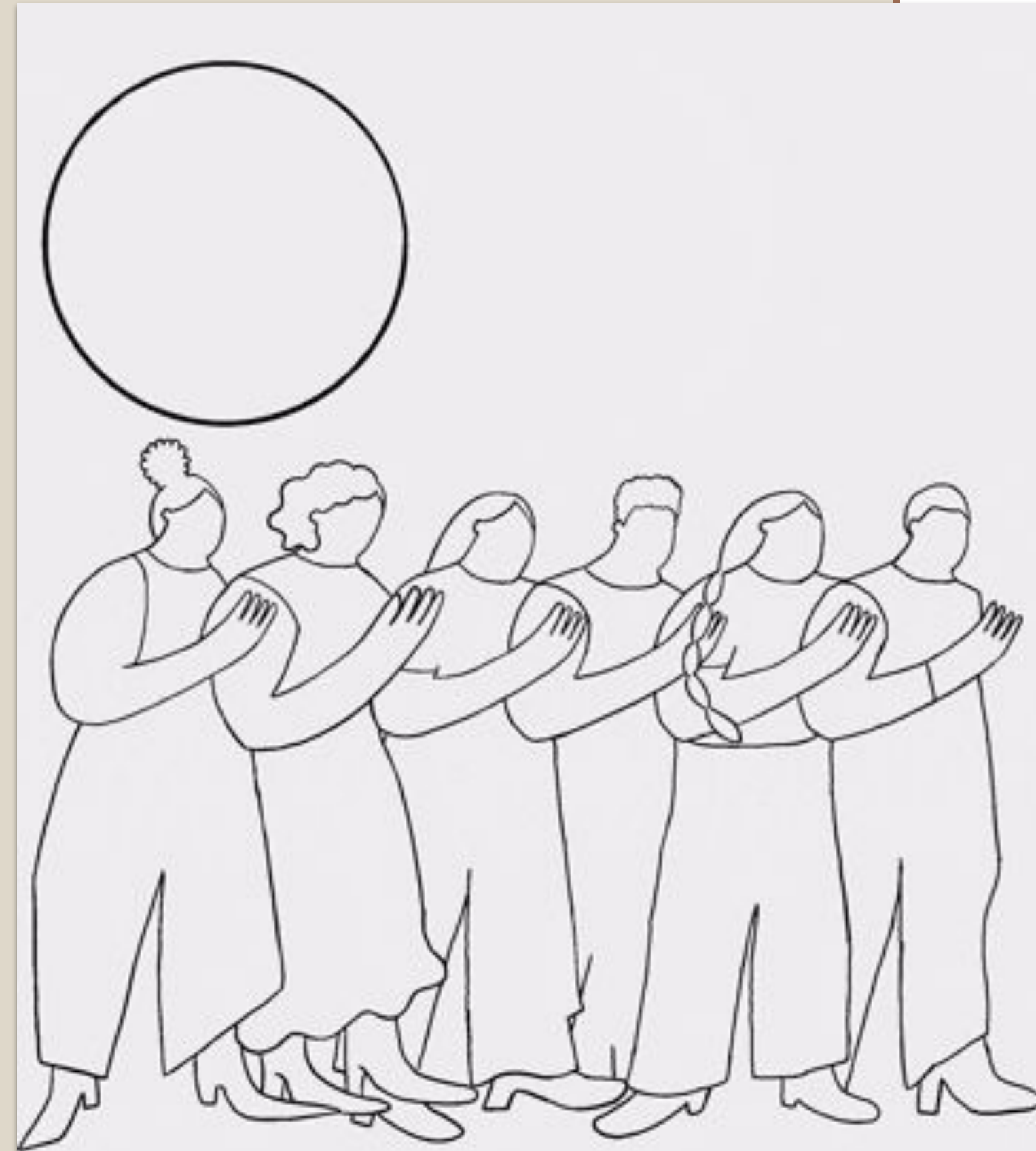
SEARCH FOR COUNTERNARRATIVES

Seek out historical narratives that reject stereotypes and offer multiple perspectives from many people

MAINTAIN A COMMUNITY GROUNDED PRACTIS

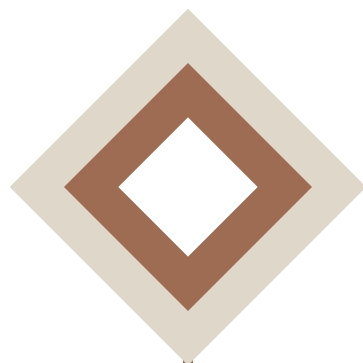
Notice the role of collectivism and community within each lesson. Stay involved in your community.

Cross-Cultural Understanding!



**QUESTION TRADITIONAL
CONSTRUCTIONS OF**

Knowledge

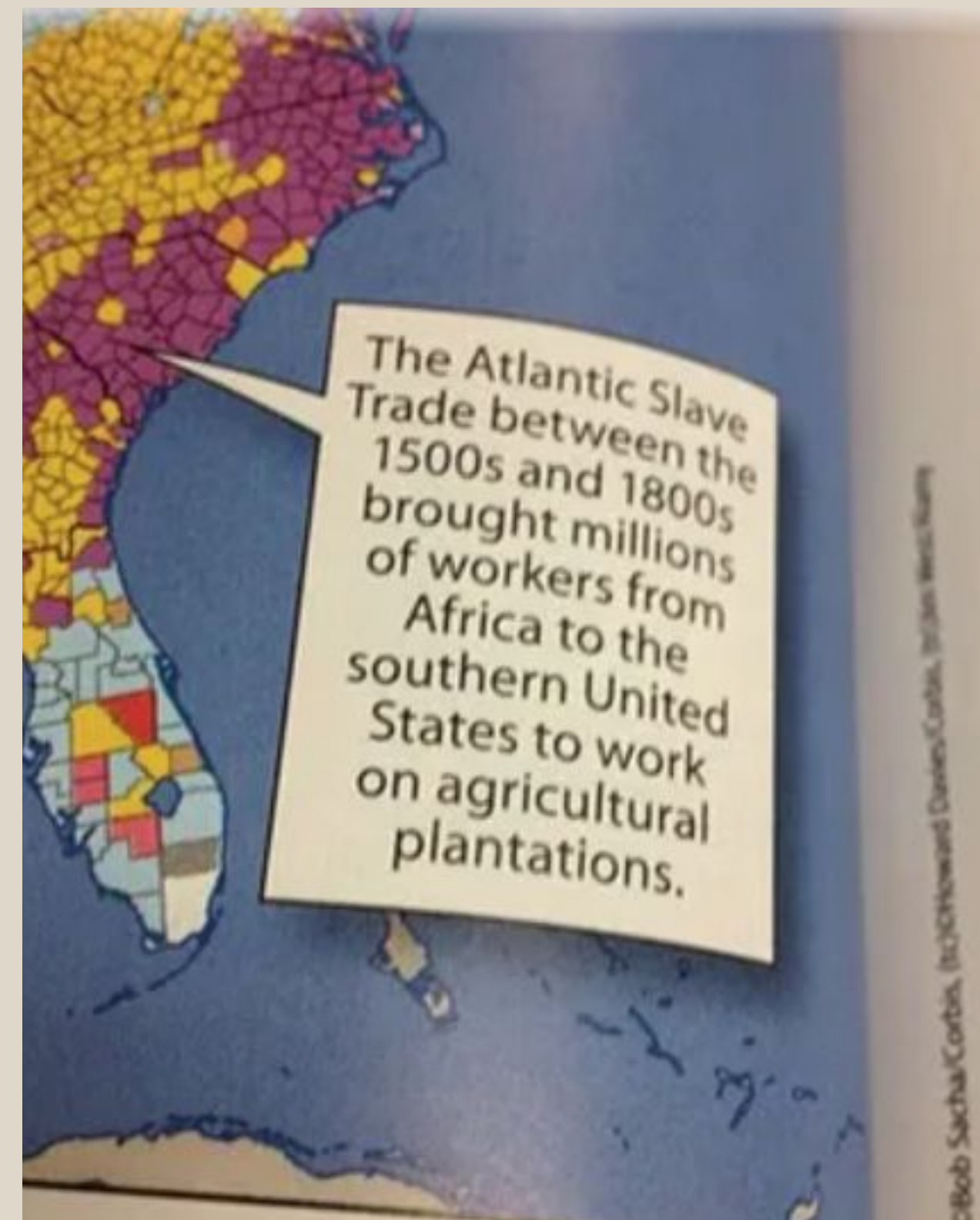


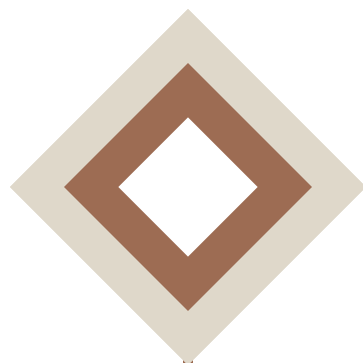
TEXAS TEXTBOOK

The Texas mom posted a Facebook video where she showed that the inaccurate description was in the textbook's "Patterns of Immigration" section.

"Immigrants, yeah, that word matters," the mother says in the video. "The Atlantic slave trade between the 1500s and the 1800s brought millions of workers from Africa to the Southern United States to work on agricultural plantations. So it is now considered immigration."

"This is revisionist history -- retelling the story however the winners would like it told."





QUESTIONS TO CONSIDER

- Are we getting the full picture?
- Are voices/perspectives left out?
- Can I trust this source/perspective to give me the full story?
- Is this perspective truly neutral?
- What tools can I use to help me get the other perspectives and stories?

Benchmark Clarifications:

Clarification 1: Instruction includes the use of a map to show westward expansion.

SS.68.AA.2.3 Examine the various duties and trades performed by slaves (e.g., agricultural work, painting, carpentry, tailoring, domestic service, blacksmithing, transportation).

Benchmark Clarifications:

Clarification 1: Instruction includes how slaves developed skills which, in some instances, could be applied for their personal benefit.

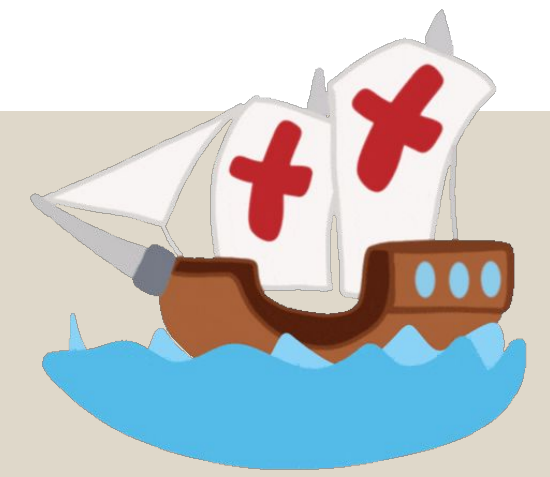
July 20, 2023

New Florida History Standards

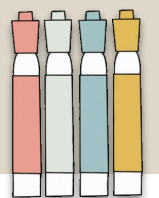
Florida's public schools will now teach students that some Black people benefited from slavery because it taught them useful skills, part of new African American history standards approved Wednesday that were blasted by a state teachers' union as a "step backward."

SEARCH FOR

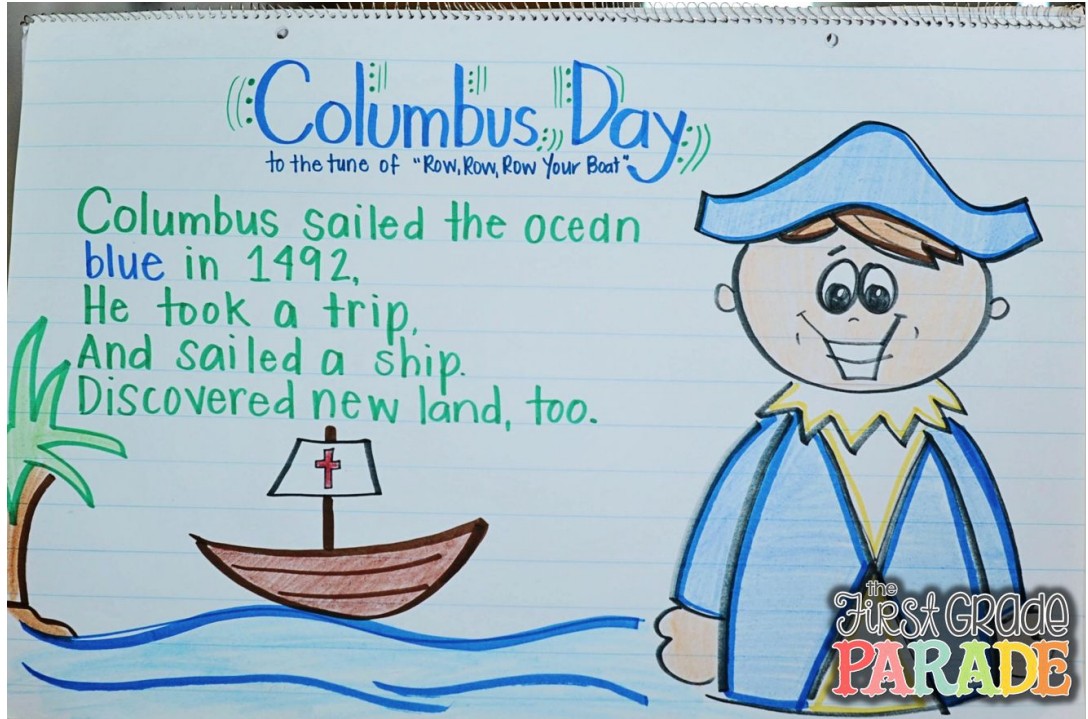
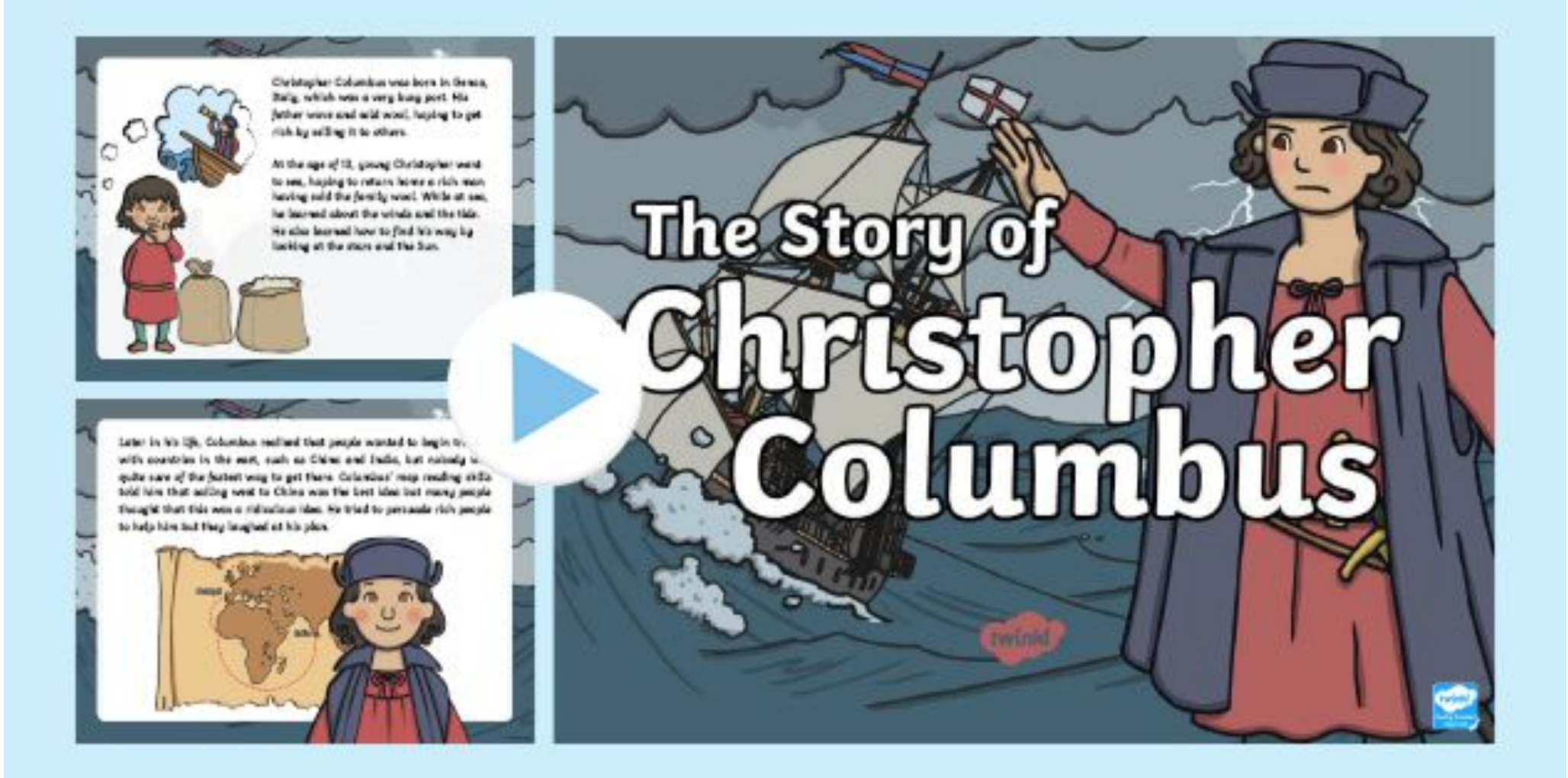
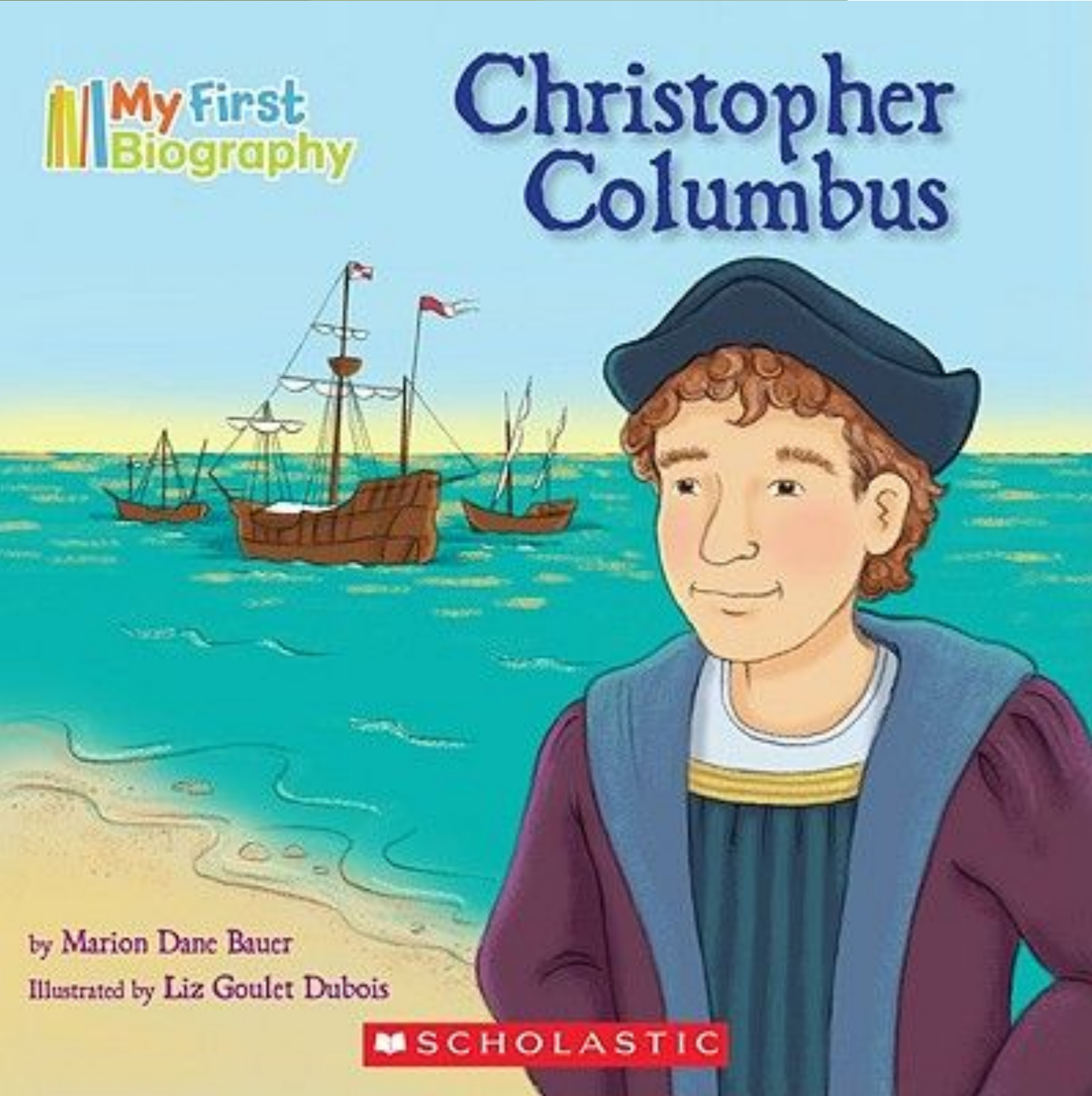
Counter Narratives



On your whiteboards note as many facts as you can connected to Christopher Columbus. Do not look up this information.



Dominant Narrative



TERMS TO KNOW

DOMINANT CULTURE

Refers to the established language, religion, values, rituals, and social customs on which the society was built. It has the most power, is widespread, and influential within a social entity, such as an organization, in which multiple cultures are present

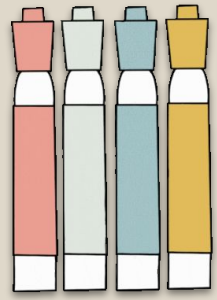
DOMINANT NARRATIVE

An explanation or story that is told in service of the dominant culture group's interests and ideologies.

- Serves the people in power.
- Told by the "victor."
- Ignores other perspectives.
- Taught as "the truth"
- Most people have heard it

COUNTER NARRATIVE

Counter-narrative refers to the narratives that arise from the vantage point of those who have been historically marginalized.



How a dominant narrative is formed

As you listen. Note examples of how the dominant narrative about Columbus has been formed in the US.



HORRIFIC treatment of native people began under Columbus

Columbus kidnapped Taíno Indians and enslaved them. Columbus wrote the following, “*Let us in the name of the Holy Trinity go on sending all the slaves that can be sold,*”—and “*punished.*” Columbus ordered that their hands be cut off or that they be chased down by vicious attack dogs, if they failed to deliver the quota of gold that he had demanded.

In 1500, Columbus wrote to a friend:

“A hundred castellanoes (a Spanish coin) are as easily obtained for a woman as for a farm, and it is very general and there are plenty of dealers who go about looking for girls; those from nine to ten (years old) are now in demand.”

A priest’s first person account “they thought nothing of knifing Indians by tens and twenties and of cutting slices off them to test the sharpness of their blades. They forced their way into native settlements, slaughtering everyone they found there, including small children, old men, pregnant women, and even women who had just given birth. They hacked them to pieces, slicing open their bellies with their swords...They grabbed suckling infants by the feet and, ripping them from their mothers' breasts, dashed them headlong against the rocks... they slaughtered anyone on their path ...”



GENOCIDE

EXPLORING THE COUNTER NARRATIVE:

1. WHAT HAPPENED TO THE ENSLAVED TAÍNO PEOPLE IF THEY FAILED TO DELIVER THE DEMANDED QUOTA OF GOLD?
2. WHAT AGE GROUP OF WOMEN WERE IN HIGH DEMAND TO OBTAINED BY MEN?
3. WHO DID COLUMBUS AND HIS MEN KILL?



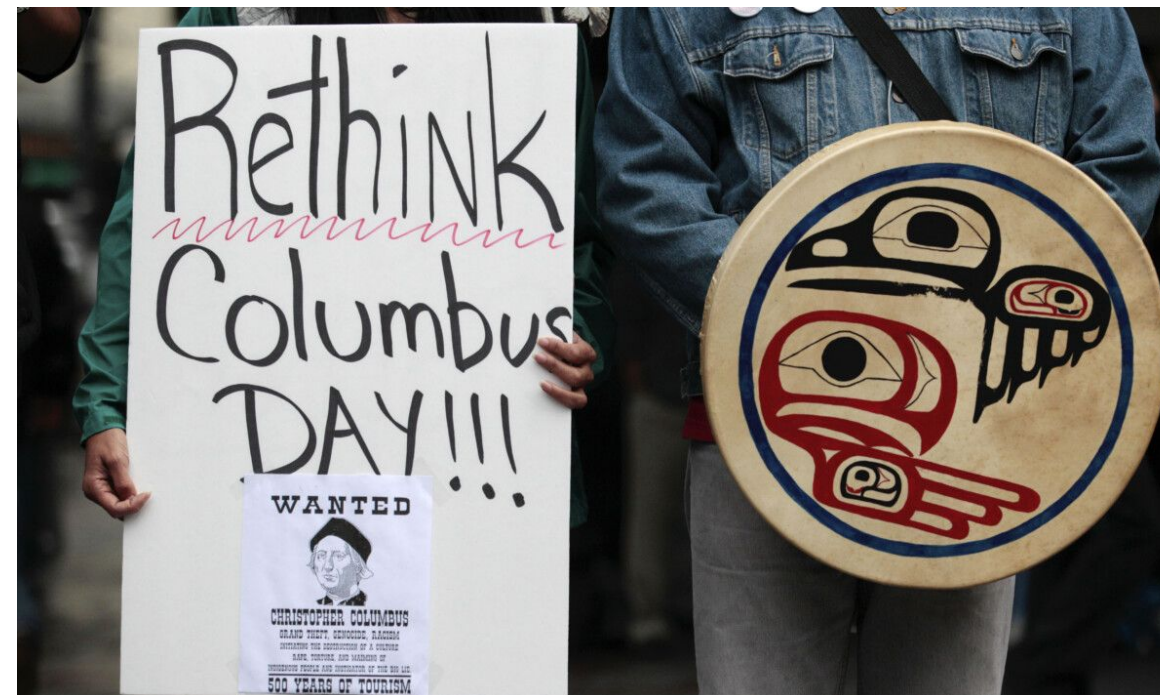
OCTOBER 08, 2021

A Proclamation on Indigenous Peoples' Day, 2021



BRIEFING ROOM

PRESIDENTIAL ACTIONS



**ENGAGE IN A
COMMUNITY**

Grounded Praxis

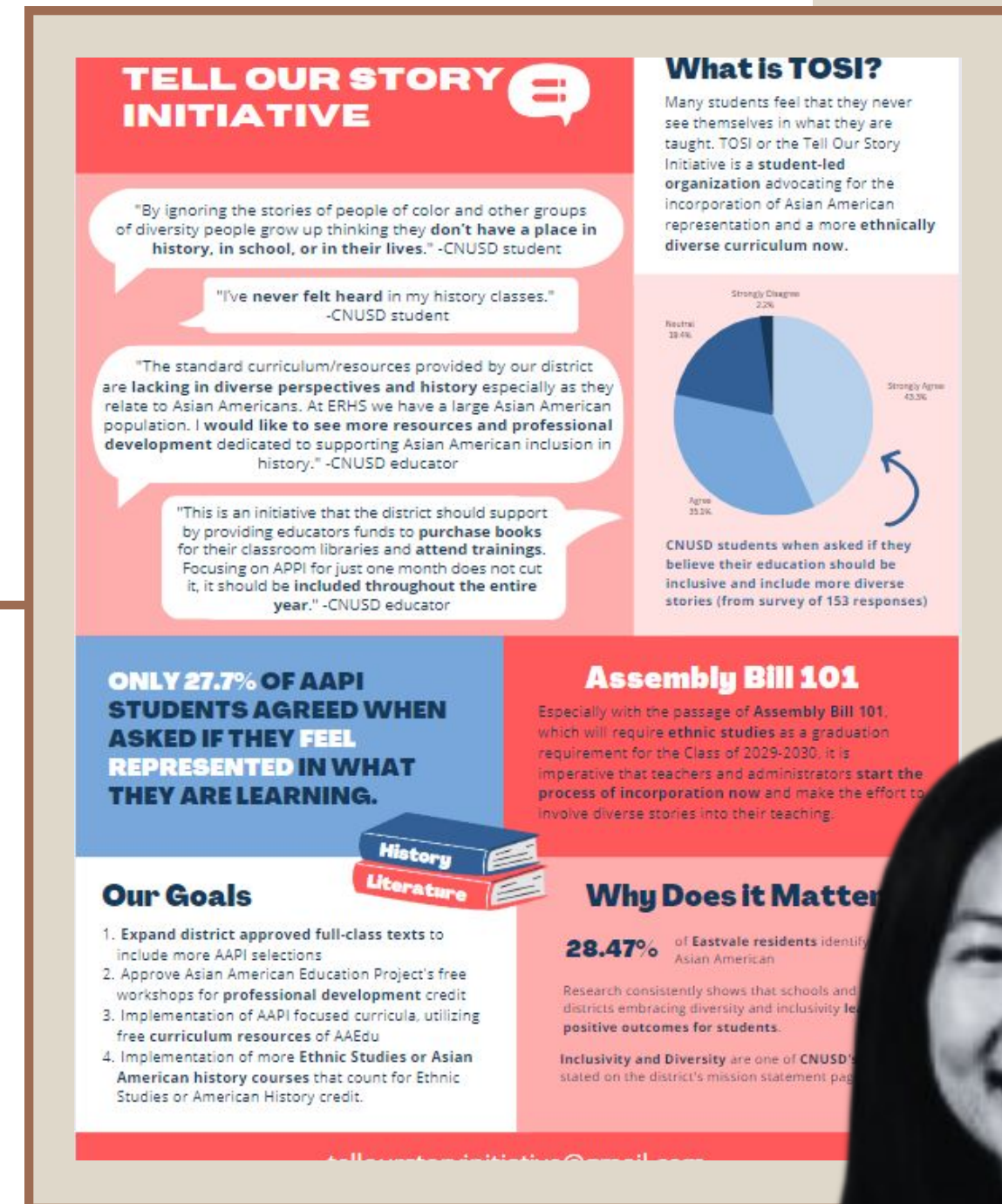
LAUREN

Kim

Inspiring ERHS student who advocates for more inclusive curriculum for CNUSD students.

- Did her research
- Collected data
- Created an infographic
- Spoke at the school board
- Meet with district decision-makers about her goals

CLICK
HERE!



A community grounded praxis also means noticing times when the people and groups we are learning about engage in THEIR communities.



DEVELOP CRITICAL

Hope



CRITICAL Hope

Critical Hope...

- Is hope with a plan
- Learns from everything in the past to build a better future
- Does not give up
- Acknowledges the “enemies of hope” but rises above them



Carmelita Torres

1917

Ciudad Juárez, México

We honor Carmelita Torres for defending the dignity of migrant domestic workers.

U.S. immigration agents routinely forced Mexicana domestic workers to strip bare and be doused with toxic chemicals before entering the U.S. On January 28, 1917, seventeen-year-old Carmelita Torres refused this inhumane treatment. In protest, Torres and 30 other domestic workers marched to the Mexican side of the border bridge. Several thousand people from both sides of the border cheered in support. Mexican revolutionaries and labor organizers of El Paso-Juárez joined their demands to abolish the toxic baths and put an end to U.S. imperialism in the borderlands.



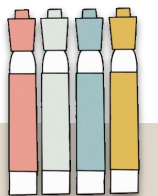
DOMESTIC WORKER MOVEMENT ANCESTORS

domesticworkers.org/history

Artwork by Cece Carpio

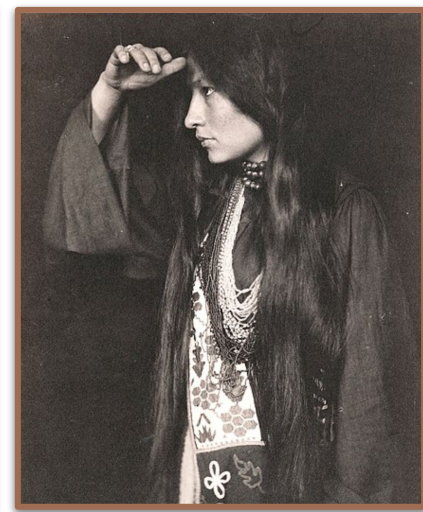
STORIES INSPIRE

- Can you name someone that inspires hope in others or contribute to positive change in their community or society?





ACTIVELY SEARCH FOR PEOPLE AND STORIES THAT INSPIRE YOU DURING EACH LESSON.



BENEFITS OF *Ethnic Studies?*



- Racism and Implicit bias challenged
- Prejudice reduction
- Empathy building
- Positive social identities
- Strengthens our democracy